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part wasted labor; and it is suggested as a means of attaining what it is the evident desire of our universities to attain—a fair degree of literacy in all of their students.

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AN OUTLINE OF THE PROBLEM-PROJECT METHOD

- I. Why discuss educational method?
 - A. School studies tend to become exceedingly formal; their social origins and uses are too often lost sight of.
 - B. Hence they fail to provide pupils with real and fruitful experiences leading to actual control of social values—they cease to be the best possible means of growth.
 - C. The effectiveness of any course of study—what it becomes in actual practice—depends upon the methods of the teachers who attempt to carry it out.
 - D. There is always possibility of improvement in education—especially now when a new and scientific educational psychology is becoming available.
- II. What the problem-project method is.
 - A. Organization of school life in accordance with life in the home and in the community. A “project” may be defined as a single complete unit of purposeful experience.
 - B. Not to be exactly identified with any other current conception in education, such as interest, motivation, self-activity, socialized recitation, correlation, recapitulation, naturalism, developmental method, incidental teaching, informal teaching, self-government, logical thought movement, type studies, inductive science, laboratory method, shop practice, etc., though indebted more or less to all of these.
 - C. A *principle*, not a rule, formula, fad, or panacea.
 - D. Not to be thought of as embracing every aspect of learning or every type of useful experience.
 - E. A natural method of *learning*, that is, of growing, which teachers may stimulate, guide, and render more effective. In essence this method is that of *full participation in typical experiences generally involving group activity or group relations*.

III. Why the name?

- A. "Method of experience" is too broad and too vague.
- B. "Problem" suggests a purely intellectual process.
- C. "Project" is ordinarily associated in educational discussion with shop practice.
- D. "Problem-project" emphasizes both thinking and doing and points to an objective result.

IV. Nature and value of the project in education.

- A. A project is a complete "life-unit." Its elements are as follows:
 - 1. Situation.
 - 2. Consciousness of a problem.
 - 3. Purpose to solve the problem (end in view).
 - 4. Plan conceived.
 - 5. Criticism of the plan.
 - 6. Execution of the plan.
 - 7. Organization and use of results.
 - 8. Judgment and appreciation of results (values). Note how the consciousness of an end controls activity.
- B. It enables the learner to make progress in gaining for the control of experience those parts of the social inheritance (solutions of life-problems) which the school is commissioned to hand on.
- C. It gives due emphasis to attitudes (interests and ideals) both as necessary for the acquiring of skills and knowledges and as of prime importance among the results aimed at.
- D. In other words, it provides the best conditions for learning, namely, a definite end, vigorous exercise, sufficient duration, trying on of solutions, use of previous experience, satisfaction in achievement, and occasion for thinking and for organization of knowledge and skill.
- E. It is economical in that it provides for a wealth of related and concomitant ideas centering about the core of experience which constitutes the given "lesson"; also in that it concentrates attention upon the larger things and tends to eliminate much useless formal detail.
- F. It adds to the units of organization now available for class work or individual study—namely, the question, the topic, the chapter, the assignment, etc.—a new type of unit with unique possibilities.
- G. It is indispensable to education for democracy.
 - 1. It provides for initiative.
 - 2. It develops foresight.
 - 3. It cultivates efficiency.

4. It invites serious and sustained thinking.
 5. It imposes responsibility.
 6. It gives opportunity for co-operation, leadership, and division of labor.
 7. It exercises discriminating judgment and hence awakens appreciation of value.
 8. It makes for self-direction, self-reliance, and self-control.
- V. The teacher's part in enabling full participation in a complete experience.
- A. Preparation.
1. Study the subject-matter generically, that is, from the standpoint of control of actual life-problems, past, present, and prospective.
 2. Plan for managing and carrying through the project about to be launched.
- B. Classroom procedure—the rôles of the teacher.
1. Make a tactful *approach*; create, if need be, the appropriate situation.
 2. Stimulate the pupils to define the problem and to set up the end.
 3. Help and guide in the planning.
 4. Supervise, coach, inspire, lead the pupils in the execution of the project, including all necessary practice, that is, drill.
 5. Direct the organization of results in the form of systematic knowledge and thoroughly co-ordinated habits.
 6. Encourage expression by the pupils of judgment and appreciation of values.
- C. Cautions.
1. The problem-project unit is a new type of unit calling for a new method of organization.
 2. The project is not a mere formal procedure.
 3. The project is not an end in itself.
 4. Avoid waste of time through dwelling too long on some phase of the process.
 5. Do not expect the impossible; let pupils do all that they reasonably can; the teacher should supply the rest.
 6. Avoid an exaggerated emphasis upon liberty.
 - a) Habits of obedience should be in reserve.
 - b) Skilful stimulation is required.
 - c) A wise selection among the responses of the children must be made.

7. Follow through, that is, make sure of sufficient practice and organization—always with adequate motive.
 8. Keep the outcomes in mind and be sure that the pupils do so.
 9. Devise adequate tests of results so that mere superficiality is avoided.
- VI. The problem-project method in relation to present school practice.
- A. Serious difficulties lie in the way of an attempt to introduce in a thoroughgoing way the problem-project method into our school as now organized and conducted.
 1. A different tradition prevails.
 2. More knowledge of learning processes, more technical skill, and more scholarship are required than for the use of “logical” or “formal” methods—the teacher must play various rôles.
 3. It is difficult to organize a system of projects so as to provide for the entire body of attitudes, skills, and knowledges which at present we wish children to gain in school.
 4. Time is easily wasted by overemphasis on some phase of the process—even on “teaching children to think.”
 5. The ordinary course of study must be largely reorganized and rewritten.
 6. School equipment must be adapted.
 7. New measures of results must be applied.
 - B. But the method employed by the nation is the method to be used in the schools.

REFERENCES

[NOTE.—There are few references treating the subject from the point of view of an organized classroom technique, but the principles involved have been set forth separately many times by Dewey and others. The *Eighteenth Yearbook of the National Society for the Study of Education* will contain a body of material on the subject prepared by the Committee on Economy of Time in Education, appointed by the Department of Superintendence of the National Education Association.]

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JAMES FLEMING HOSIC

AMERICA'S ANSWER TO THE CHALLENGE: PATRIOTIC PANTOMIME

DRAMATIS PERSONAE: Columbia, Uncle Sam, Militarism, a soldier, a sailor, a Red Cross nurse, statue of Goddess of Liberty.

ACCOMPANIMENTS: "America," national hymn (*G. W. Warren*), "Walpurgis Nacht" from *Faust* (*Gounod*), "Columbia, the Gem of the Ocean," bugle call for assembly, "Stars and Stripes Forever" (*Sousa*), American hymn (*M. Keller*), "Star-Spangled Banner."

The platform, the Goddess of Liberty, the service flag, and the eagle with the flag in its beak must be hidden behind the curtain with the flag on it during the first tableau, for there is only one part and the actors will otherwise have no opportunity to go to their positions. Columbia and Uncle Sam hold these positions while "America" is played through twice. Uncle Sam walks, in deep thought, across the back of the stage, with his hands folded behind his back, shaking his head now and then. Columbia, unlike Uncle Sam, is unaware of the approaching danger. She walks lightly across the stage and when in the center of stage stretches her arms out with free, exulting gesture, smiles, and walks back as if without care.